ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ED NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED001639	N.A.	N.A.	

4. AUTHOR(S):
Great Cities School Improvement Program

5. TITLE OF DOCUMENT ABSTRACTED:
Evaluation of the Harrison Heights Program

6. PUBLICATION TITLE:
N.A.

7. EDITOR(S):
N.A.

9. PUBLISHER OR SOURCE: Great Cities School Improvement Program, Philadelphia, Pennsylvania

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	9/61	21

8. PLACE OF ORIGIN
William Henry Harrison School, 11th and Thompson Streets, Philadelphia 22, Pennsylvania
ORG. / ST. / CITY, STATE
TELE. / EXT.
INST/LOC CODE

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

COPYRIGHT GRANTED: YES ☐ NO ☒

COPYRIGHT RELEASE FILED: YES ☐ NO ☐

TYPE OF REPORT
PROPOSAL ☐
IN-PROGRESS ☒
FINAL ☐
FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: report

16. INDEXING TERMS (6-12)

children's talents	language arts	counselor role	culturally disadvantaged
aspirational level	arithmetic	teacher role	Harrison Heights Program, Great
talent identification	social studies	school-community coordinator	Cities School Improvement Program, Philadelphia, Pa.
	science	parental role	

17. ABSTRACT (MAX. 250 WORDS) The Program was designed for children of limited background. It attempted to discover and develop to the fullest, visible or latent talents of the children. Its goals were to raise the aspirations of the pupils. By exposing all of the children to many kinds of experiences, the attempt to interest them early in their career choices was successful.

Pupil talent was identified by the use of the Verbal Ability Test, Iowa Test, Lorge-Thorndike Test, and City Standardized Tests. The pupils were rated according to their physical, social, emotional and mental characteristics, as well as by teacher-counselor referrals.

In the language arts program, homogeneous grouping was used but individual differences were not ignored. Small groups and individual instruction were used to provide for various rates of progress and differences in achievement within the grade level. Within the language arts program, emphasis was placed on phonics, spelling, handwriting, creative writing, and speech. A language laboratory was used, and in-service education was provided for teachers. The other programs included arithmetic, social studies, science, and physical education.

The counselor worked with teachers in handling problem children. The school-community coordinator maintained communications with parents; some of her activities included assisting and training the families in domestic duties.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

ED001639

FORD FOUNDATION PROJECT
GREAT CITIES SCHOOL IMPROVEMENT PROGRAM
SCHOOL COMMUNITY COORDINATING TEAM
PHILADELPHIA, PENNSYLVANIA

EVALUATION OF THE HARRISON HEIGHTS PROGRAM

William Henry Harrison School
11th and Thompson Streets
Philadelphia 22, Penna.

REPRINTED BY PERMISSION
U. S. DEPARTMENT OF HEALTH, EDUCATION AND WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN PRINTED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

September 1961

EVALUATION OF THE
HARRISON HEIGHTS PROGRAM

INDEX

		Page
I.	INTRODUCTION	1
II.	WHAT WE HOPED TO ACHIEVE	1
III.	IDENTIFYING TALENT OF THE PUPILS	
IV.	LANGUAGE ARTS	5
	A. Reading	5
	B. Phonics	7
	C. Spelling	7
	D. Handwriting	7
	E. Creative Writing	7
	F. Speech	8
V.	LANGUAGE LABORATORY TEACHER	8
VI.	ARITHMETIC	10
VII.	SOCIAL STUDIES AND SCIENCE	11
VIII.	PHYSICAL EDUCATION	12
IX.	THE COUNSELOR	13
X.	THE SCHOOL-COMMUNITY COORDINATOR	15
XI.	HOW HAVE WE INCREASED PARENTAL RESPONSIBILITY?	17
XII.	RESUMÉ	18

EVALUATION OF THE HARRISON HEIGHTS PROGRAM 1960 - 1961

I. INTRODUCTION

As we come to assess the value and gains of the first year of the Ford Foundation's Great Cities School Improvement Program, we must restate our definition of Education as spelled out in our HARRISON HEIGHTS PROGRAM. "We look upon education as the whole set of changes produced in a person by learning." Therefore, our aim was to provide for our children the best possible education of which they were capable of absorbing. Education keeps our society moving toward progress. It gives man the chance to improve his way of life and that of others.

The Ford Project points the way to the development of an educational program uniquely designed for children of limited background. It aims to discover and develop to the fullest all the talents of our children whether visible or latent.

To these two tenets we, of Harrison, addressed our efforts and energies during the school year 1960-1961. We shall delineate the course of these efforts and make an honest appraisal of them on the following pages. To paraphrase the Workshop slogan - We didn't have the answer, but we've hunted, and have found some answers of which we are justly proud.

II. WHAT WE HOPED TO ACHIEVE:

To raise the aspirations of the pupils for whom we are responsible. This aim has in no way been completed, but much has been accomplished to date. It has been accomplished by providing opportunities for the children to experience success in as many spheres as possible. To do this, teachers had to become skillful technicians, not alone in a thorough knowledge of their individual pupils, but in the use of all the varied curricular materials as well.

Since the pivotal attack of the Ford Project lay in the field of reading and language skills, it is not surprising that we have had our greatest measurable gains in this area. The installation of the "reading cycle" provided this opportunity by removing the roadblocks of frustration. The sweet smell of success was experienced by most of the children. Reading unlocked the gateway to more and better learning. We began to notice improvements in communication skills at all levels. A greater willingness to appear in all types of programs was evidenced. This made it possible for the teacher to more quickly discover the withdrawn child who felt unwanted, and to attempt to compensate for the apparent home lacks by a skillfully planned program.

The exposure of all of the children to so many types of experiences - some new, some old - served to inspire many to choose their careers at the tender age of eight or nine. Several teachers are now in training in one of our third grades; not to mention several scientists, doctors and lawyers.

What were some of these inspirational experiences?

The biweekly trips -- Each class took three or four trips during the school year 1960-1961. These trips, mostly by bus, opened up a vast new world of experiences. One first-grader wrote in his letter, "I like to go on school trips because I see a lot of things. I have fun and tell my brother about it." Another wrote, "On a class trip I am with my classmates. We see a lot of things. I have a lot of fun with my friends. I think class trips are fine." Still another states, "Our school trips are very interesting. You can learn a lot from trips. You can see different things which are important."

These children already see real values in our trip program. The seed has been well planted. We doubt that they will settle for less in the future. Many of our children have little, if any, opportunity to avail themselves of the many cultural interests provided by our city. The ready availability of the buses has been of invaluable assistance. A total of 65 trips were made for which bus service was provided, as well as 20 carfare or walking trips. These were 85 meaningful and dramatic experiences.

TRIP SUMMARY

Franklin Institute	5	Center City Stores	2
Independence Hall	8	Historical Tours	3
Water Front Tour	3	Fels Planetarium	1
Water Front Tour and Airport	5	Franklin Institute	2
Airport	1	Smith Playground	2
Zoo	6	Burholme Park	4
WCAU Radio and TV Station	2	School Farm	1
Academy of Natural Sciences	19	Commercial Museum	1
Free Library of Philadelphia	5	United States Mint	1
Art Museum	7	Sealtest Dairy	4

We have been most anxious to include our retarded-educable pupils in the project. Several teachers in the retarded-educable program served as faculty sponsors of the Saturday Trips. A total of eleven trips were taken. This has been very gratifying because we feel that our retarded-educable teachers and their pupils could derive great benefits from this program.

SATURDAY TRIPS

Franklin Institute
Bulletin Building
and WCAU Radio and TV Station
Academy of Natural Sciences
Airport
Philadelphia Waterworks
Zoological Gardens
Sealtest Dairy and WCAU
Academy of Music
Tour of Old Philadelphia

It is hoped that a desire has been awakened in the parents and community to give the children further wholesome experiences of this nature.

Each class or group taking a trip shared through varied media the information and pleasures which were derived. Each week brought to the assembly and hallway displays: art work, stories, poems, write-ups, and/or oral pre-

sentations of the vast new world of experiences brought to our children by the carefully planned trips.

Weekly Movies -- A carefully selected program with cultural enrichment content was eagerly awaited each Wednesday morning by both the primary and upper grade groups. These films were shown while the teachers of the grades involved were having in-service training with the Language Arts Consultant. The impact of the movies was seen later in the written and oral compositions. It was also seen in the art in the classrooms.

FILMS SHOWN

The Race for Space (Upper grades)
Andy's Animal Alphabet (Lower grades)

The Red Balloon (Both)

Assignment Mankind (Upper grades)
Begone Dull Care - Puss-in-the-Boots (Lower grades)

Between the Tides and Brotherhood of Man (Upper grades)
Cinderella and Curious George Rides a Bike (Lower grades)

Exploring by Satellite - For God and My Country (Upper)
Five Chinese Brothers and Georgie (Lower)

Highland Legend and History of Cinema (Upper grades)
Life Along the Waterways and The Littlest Angel (Lower grades)

Life in a Garden and Man in the Moon (Upper grades)
Make Way for Ducklings and Mike Mulligan and His Steam Shovel (Lower)

The Living Stone (Upper grades)
Millions of Cats and The Red Carpet (Lower grades)

And Now Miguel (Upper grades)
The Steadfast Tin Soldier and The Camel Who Took a Walk (Lower grades)

Swim and Live and The Talented Hands (Upper)
The Story About Ping and Toccata for a Toy Train (Lower grades)

Our filmstrip library provided much supplementary as well as basic content materials in all phases of the curriculum - health, civics, science, arithmetic, geography, history, and reading. These helped to clarify many vague concepts and awaken some latent talents.

Early in the term, teachers of Grades Four to Six referred names of students for three clubs that were established as a result of the Ford Foundation Program. The clubs were - Spanish, Glee, and Science. Names were submitted on the following bases - Ability, Aptitude, and Interest.

The enthusiasm was generous and each club had an enrollment of from five to thirty students. The Science Club sparked a real desire for further scientific knowledge. The students saw films, performed experiments, grew plants and visited Science Fairs in other schools.

The members of the Spanish Club sang joyfully in this delightful language, learned to count to 100 and to speak many conversational phrases.

It has been stated that music is a universal language. When our Glee Club presented its first Song Festival at the close of the term, the auditorium resounded with serious and fun songs, harmonies and descants. It is interesting to note that parents requested this type of club activity. For a first endeavor, the Festival proved a success and many applications have been placed for next term's Glee Club.

In evaluating the club program, several recommendations are listed for future planning:

1. Maintain present club areas.
2. Establish more clubs, thus meeting the needs and interests of more students and also, thereby, opening new frontiers and experiences for a wider range of children.
3. Involvement of more school personnel in the club periods, thus drawing on teacher and/or parent talent.
4. Time allotment during the school day for club periods.

An additional athletic program was instituted to cover those children not in clubs. We realize that the limited areas presented did not tap the creative potential of many students. Therefore, the 1961-1962 school year plans will incorporate a more complete club program.

III. IDENTIFYING TALENT OF THE PUPILS

If we expect children of limited background to mature emotionally, we must provide a warm, sympathetic climate. Each child must be given appropriate experiences under social conditions which will develop his eagerness, his zest, his confidence and his pride in successful achievement. This can be done best in relation to any talent the child possesses.

As a whole, our nation has failed to develop the most important of the valuable resources - intelligence. Thousands of students with vast abilities are not reaching their potentials. The economically, culturally, and educationally deprived group could yield a rich supply of this needed talent. Only a fraction of mankind's mental capacity is being used.

In establishing a plan for talent identity, it was important to plan and organize a program which has and will continue to develop and utilize leadership ability and develop individual and group talent. The major things to be done were to discover aptitudes, interests and ambitions, stimulate and motivate, enrich the curriculum, apply techniques of individual and group guidance, and involve Harrison personnel. Logical steps in identifying talent were:

1. Use various test results.
   a. Verbal Ability Test.
   b. Iowa Test.
   c. Lorge-Thorndike Test.
   d. City Standardized Tests.
2. Physical, social, emotional and mental characteristics of the students.
3. Teacher-counselor referrals.

IV. LANGUAGE ARTS

A. READING

The wide range of capacities, abilities, needs, and interests in any classroom necessitates a differentiated approach to instruction at all school levels and in all areas of learning. Reading is a highly valued aid to learning. Children vary widely in their readiness to use this aid and in their control over this complex process.

The teachers of the HARRISON HEIGHTS FORD FOUNDATION PROJECT believe that teaching is the practical recognition of differences. Therefore, when a "reading cycle" was suggested by our Language Arts Consultant, Miss Ida Kravitz, in February, our faculty was greatly interested.

The children in Grades Four, Five, and Six were given group inventory tests by the Language Arts Consultant, the Adjustment Teachers, and the Language Laboratory Teacher.

All basic readers were collected. Additional phonics materials were ordered. Reading groups were formed. The reading range was from pre-primer through Grade 6A.

Most teachers were assigned children all on one level for reading and phonics for forty-five minutes for four days a week. The adjustment teachers were assigned the two lowest reading levels. A 6B teacher was assigned a 2^2 - 2^1 level. A 5B teacher was assigned a 5^1 - 5^2 level. Since only one child in the HEIGHTS PROGRAM was reading on the 6^1 level, she was given special help by the 5B reading teacher. The children went happily to reading. A child remained at each level until his growth in reading permitted his entrance to the next level. The growth in reading was amazing. The happiness and interest of the pupils and teachers were rewarding.

Tables I and II show the distribution according to the ability of 221 children who were included in the reading cycle of the middle grades of the Harrison School. (The charts do not include all of the children in the cycle, but they do include a large portion of them.) There was no attempt to show a correlation between intelligence and reading ability. However, some children with relatively high scores were placed in low reading groups.

Upon an examination of Table I, one may note that there were very few children on the 5th and 6th grade levels of reading. In fact, the one child on the 6th grade level of reading at the beginning of the program received individual instruction in the highest group. Conversely, there were many children who were reading below the 4th grade level.

Table II denotes the progress made during the course of the new reading program. Harrison School achieved a full class of 6th grade readers and three children who are reading on the 7th grade level. The number of children who read below the third grade level decreased to a large degree.

HARRISON SCHOOL
READING CYCLE OF MIDDLE GRADES

TABLE I

BEGINNING OF PROGRAM - FEBRUARY 1961

Actual Grade in Harrison School	INSTRUCTIONAL READING LEVELS													
	7	6	5	4^2	4^1	3^2	3^1	2^2	2^1	1^2	1^1	P	PP	
Grade Six		1	25	14	5		5	4	7		4	5	4	74
Grade Five			11	10	7	2	9	6	8	1	5	4	8	71
Grade Four					15	7	28	2	3	3	15	1	2	76
Totals		1	36	24	27	9	42	12	18	4	24	10	14	221

HARRISON SCHOOL
READING CYCLE OF MIDDLE GRADES

TABLE II

END OF ONE TERM IN PROGRAM - JUNE 1961

Actual Grade in Harrison School	INSTRUCTIONAL READING LEVELS													
	7	6	5	4^2	4^1	3^2	3^1	2^2	2^1	1^2	1^1	P	PP	
Grade Six	3	23	15	4	3	5	9		8	4				74
Grade Five		11	16	2	8	6	9	1	7	9			2	71
Grade Four			8	11	20	11	2	2	13	9				76
Totals	3	34	39	17	31	22	20	3	28	22			2	221

In spite of homogeneous grouping, individual differences were not ignored. Small group work and individual instruction was used to care for various rates of progress and differences in achievement within the grade level.

One class participated in the SRA Reading Laboratory. The teacher, after one semester, tabulated definite progress in reading. The books are one reading level higher than the same level used in the regular reading program. At least three-fourths of the class moved to the next level.

Our aim toward better reading instruction was very significant in Grades 1A through 3B. The Language Laboratory Teacher worked with the 1A teachers. The adjustment teachers worked with second and third grade teachers and children. At the end of the first term all first grades had a stock of serviceable sight words. At the end of the second term some of these children were reading a First Grade reader. During the second term all 1A teachers were substitutes. The growth in reading in 1A in the second term was remarkable. We feel that our children's reading instruction periods have been challenging and enriching.

B. PHONICS

Phonics was taught when the child reached the point where he needed additional word recognition aids. Attention was directed to initial consonants to insure left to right word attack. Final consonants, short vowels, long vowels, consonant blends, vowel and consonant digraphs, diphthongs, polysyllabic words, and syllabication were taught as the need arose. Greater independence in reading was achieved by the effective use of the dictionary.

C. SPELLING

In the HEIGHTS spelling program we found that, in general, reading ability correlated closely with spelling ability, since skill in word recognition is essential if a child is to recall words vividly enough to write them. Often we found it necessary to teach word analysis in connection with spelling. It was found that our children needed careful correlation among words used in reading, spelling, composition, and handwriting. The Philadelphia Spelling Lists were widely used and to these basic lists, words were added which arose from all the writing situations throughout the school day.

D. HANDWRITING

Our teachers feel more secure in teaching handwriting because of the excellent in-service courses in cursive and manuscript writing taught by the Language Arts Consultant, Miss Ida Kravitz. First handwriting experiences in both manuscript and cursive writing were begun at the blackboard.

Readiness for the transition from manuscript to cursive writing was done in the 3A Grade as soon as the children were oriented to their new surroundings and procedures. The transition was not a disturbing problem for any child.

Following are some of the functional writing experiences used by the children in the HEIGHTS PROGRAM:

1. Letters.
2. Original Stories.
3. Outlines.
4. Arithmetic Papers.
5. Spelling Sentences.
6. Labels.
7. Posters.
8. Announcements.
9. Captions.
10. Poetry

E. CREATIVE WRITING

The teachers in the HEIGHTS PROGRAM feel that creativeness can not be taught. It can only be released and guided. It is our duty as teachers to provide the atmosphere. We know that children create when they have something to say and are stirred to do so. They also create when they are happy and when they know that their product will be accepted. The child that came

to our classrooms to be molded and sometimes to be left alone received much encouragement to do creative writing. We feel that creative writing is a pillar in the school English curriculum. It builds better students and develops better people because it brings to each writer a sense of pride and fulfillment.

Planned atmospheres in which creativity flourished were:

1. Pictures that stirred the imagination.
2. Movies.
3. Trips.
4. A wide variety of art media.
5. Music.
6. Records.
7. Stories.
8. Teacher enthusiasm.

F. SPEECH

The over-all speech patterns of the children showed definite improvement. Concerted school-wide effort on clarity, tone, volume, and proper pronunciation of endings helped many children to improve their speech patterns.

More school emphasis will be given to speech next semester. The summer team will tentatively list those areas most needing concentrated study. A program will be established with the aid of the speech teacher, who will organize an in-service lunch-hour workshop on speech improvement.

V. LANGUAGE LABORATORY TEACHER

A. Review of aims of the Language Laboratory Teacher as outlined in the HARRISON HEIGHTS PROGRAM for the school year 1960-1961.

1. To assist teachers in determining the instructional and independent reading levels of children.
2. To relieve frustration in the reading situation.
3. To provide a program of enrichment in the communication skills.
4. To provide library books on the child's independent reading level.
5. To provide techniques of teaching for children who cannot succeed by visual-auditory methods.

B. How objectives were accomplished:

1. Assortment of books and equipment.

a. New books and equipment were arranged according to reading levels for Language Laboratory use.
b. All reading books and complimentary aids were collected from teachers and arranged for the reading cycle.
c. Fifty books were borrowed from the Free Library for use in the Language Laboratory.
d. A tape recorder was made available for use in the Laboratory and in the classrooms of the regular school.

2. Helps for teachers.

   a. In-service program for teachers

      1) Language Laboratory Teacher taught a demonstration lesson on every grade level (Grades One to Six).
      2) Helped teachers to arrange their reading groups.
      3) Pointed out techniques of group work to new substitute teachers. Worked with them until they felt comfortable with group work.
      4) Extra help in language arts was given to all 1A teachers during the second term, since these were new substitute teachers.
      5) Two primary teachers improved their handwriting through the diligent work of the Language Laboratory Teacher.
      6) Suggested and supplied necessary teaching aids to teachers, such as books, records, and pictures.

   b. Tape recorder was used with some teachers for diagnostic purposes and remedial help. Results were gratifying - some teachers became aware of their voice problems.

3. Helps for children.

   a. Language Laboratory Teacher gave concentrated help to 1A pupils.

      1) Maintained a controlled reading program in 1A.
      2) Only one child repeated 1A the first term.
      3) The top group in 1A finished three pre-primers at the close of the first term, and some of them were reading a 2^{2} reader at the end of the second term.
      4) To date, every child in 1A has a serviceable stock of eight words.

RECORD OF PROGRESS OF 1A's

Primer	- 9	Pre-Primer	- 12
Pre-Primer	- 4	Pre-Primer	- 3

      5) 98% of the 1A pupils learned to write through the extra efforts of the Language Laboratory Teacher.

   b. Language Laboratory Teacher worked with three groups of children in the Laboratory.

      1) Non-verbal children.

         a) All sixteen learned to read.
         b) All have learned to write.
         c) Some have finished three pre-primers.
         d) The Language Laboratory Teacher used successfully the tracing techniques as one means of developing initial reading skills for these children.
         e) Teachers remark that these children are now performing in the classrooms. (Children have responded to the services received in listening, speaking, reading, and writing.)

2) Enrichment children.

a) Sixteen children who have potential but were not working up to their capacity were selected at the beginning of the year.
b) They were literally flooded with a variety of materials such as a wide selection of books, a diversified program in poetry, many records, a story-listening program, and the uses of the tape recorder.
c) Not only were the enrichment children involved in creative projects which dealt with words, poems, stories, choral speaking and dramatic play, but they also created with their hands through pencils, crayons, and cut paper.
d) The enriching experiences, such as the regular trips to the Children's Plays at the Academy of Music, gave the gr group an incentive to produce a dramatic play in the school assembly.
e) Some of the children are developing the ability of dramatic story-telling.

3) Group therapy children.

a) Five children were sent to the Language Laboratory for group therapy.
b) The children listened to records, read stories which pointed out moral values, and did art work.
c) Teachers have pointed out that the attitudes of these children have improved in class.

4. Other activities of the Language Laboratory Teacher.

a. Tested children for the Reading Cycle.
b. Retested children in Reading Cycle to determine progress and possible advancement to a higher group.
c. Provided a literature program for children in the classes while their teachers attended weekly workshop sessions with the Language Arts Consultant.
d. Utilized ideas and materials furnished by the Language Arts Consultant.

VI. ARITHMETIC

Realizing the importance of numbers in today's social world, our teachers have attempted to make arithmetic meaningful in the lives of the students in the HEIGHTS PROGRAM.

The Arithmetic Guide was used by each teacher. Basic materials were covered at each grade level. Emphasis was placed on the use of concrete and semi-concrete materials before the child did any work in the abstract. Use of oral and written problems were stressed to develop the language of arithmetic. Drill devices were used after understanding was established.

The 4-H Club idea was used in three classes. Children eagerly awaited and actually asked for the testing period. Charts were made in the respective classrooms using children to become members and also listing those attaining the goal. The Arithmetic Collaborator supplied the necessary basic understandings test and also made referrals to pages in the practice books.

For those not aware of the lack of progress school wide regarding arithmetic, Mr. Skiffington charted a complete graph of grade scores for the school. It was most alarming. The team plans to include this particular chart with next year's evaluation because it is confidently felt that with the program being established in arithmetic for the coming year, definite progress will be shown.

VII. SOCIAL STUDIES AND SCIENCE

Because the techniques for evaluating growth in social studies are quite subjective, it would best suit our purposes to cite pupil reactions in that area. Certainly children are learning to use the content to think critically. This was evidenced in the classroom and assembly. The questions asked of special guests in the assembly served to exemplify this fact. Particularly interesting assembly speakers aroused the excitement of children to the degree that they wanted to become interested in a study of the topic. One sixth grade class initiated a study of Japan after a visitor spoke on her travel there, while another class entered into a study of Hawaii after a speaker related her experiences in that land.

The fact that children are learning the techniques of democracy was in evidence when we saw them appreciate the worth of their fellow pupils. A fine example of this was shown when a large group of children attended a flower show at the Commercial Museum. The children returned to school with their samples and treasured purchases, eager to make a report in the auditorium. The reports were not coached in any way, but were the expressions of the children in their own words. It was delightful to see the gleams in the children's eyes as they made their reports. The reports were received in the same manner, by a courteous, appreciative audience.

Besides the regularly scheduled speakers on social studies topics and the detailed schedule of social studies bus trips, there were films and filmstrips made available to teachers as resource materials. Many new filmstrips were purchased during the school year and the office felt their use.

An in-service workshop was presented by the social studies collaborator. Teachers returned to their classrooms utilizing many of the ideas presented in the workshop.

Interest in science was at a high level at the Harrison School. The buzzing apparatus, the exhibitions, the assembly programs, the films, scientific excursions, all served to remind the child of his natural, social and intellectual environment.

Special and regular classes displayed throughout the term ongoing or culminating activities in science. These included:

Growing Plants	Study of Flowers
Space Displays	Rock Study
Raising Animals	The Heavens
Shell Study	Tadpoles to Frogs
How a City Gets Its Water Supply	

Several scheduled films which alluded to the space age held the children's awe and led to classroom studies. A particularly outstanding film, entitled "A World is Born," by Walt Disney held the children in suspense. Follow-up activities were apparent around the school.

A weekly display of science exhibits secured from the Commercial Museum was provided for the children. Children from various classes were privileged to go on a guided tour of the display cases by the School Co-ordinator. Several pieces of science equipment were purchased and made available to the classes.

Besides the regular science activities in the classroom, there was the Science Club to which interested children belonged.

VIII. PHYSICAL EDUCATION

Aside from the academically talented children that were found, many of the children excelled in the excellent inclusive athletic program directed by the dedicated Special Class Gym Instructor. We have been fortunate at Harrison in having at our school a man in the job who, in our opinion, has been a city-wide leader in turning out crack basketball, baseball, swimming and track teams in our Senior School.

As set up, the program embraced the elementary levels as well as the specials. So great has been the impact on 5th and 6th graders that they have emulated many of the older boys and thereby have become fine young athletic prospects. A number of these boys received merit citations from the YMCA and the R. W. Brown Boy's Club.

The Special Class Teams continued to excel and consequently placed third and fourth (first and second teams, respectively) in the City Track Meet. Awards were presented to the members of the Softball Team, who proudly reign as City Champions in schools of our classification. During the previous school year the Basketball Team won second place in the city.

Once a year the rustle of crepe paper resounds from all rooms (Kindergarten to Grade Six) via skirts, ties, vests, hats, and arm bands. The occasion is known as Jamboree Day. Children in teams perform various skills and are point rated according to performance.

IX. THE COUNSELOR

Since teachers and counselors are partners attempting to aid the development of children who need special understanding and help, planning, sharing and communicating were agreed upon by all in the Harrison School to be the necessary components to achieve the desired goals of the Ford Program.

More teachers are referring their frustrated and frustrating pupils for counseling help. Fortunately, more referrals can be accepted since the school has the services of two counselors. Formerly service required for Retarded Educable students prevented continued counseling help for younger children.

A few teacher reactions indicate that the extended counselling service has been far reaching. Here are a few comments made by teachers:

"What did you do to Curtis? He told me, 'I'm going to be a changed man, you'll see.'"

"The difference in him was so noticeable, and it lasted over the holiday, too."

"Mary seems happier after she comes to you. I'm glad you have time to see her."

"Irvin is trying to do better work. He wants to please you."

Not all referrals are resulting in the hoped for change, of course but adjustment cannot always take place easily or quickly.

The counselor's contacts with the parents has enabled her to learn their thoughts and concerns. Often their comments denote confusion as to school policies and procedures. Limitation in educational background and cultural opportunities account for some misunderstandings. Almost all of the parents, however, expressed eagerness and anxiety about the educational development of their children with a special regard for the Ford Foundation Project. Some specific comments and requests by parents were for:

Homework Policies
Emphasis on better speech
Discussion Group Meetings to
interpret the Curriculum,
Teaching Methods, and
School Policies

Key personnel of several social agencies received highlights of the program at their request. These included

Big Brothers Association
Mt. Zion Community Center
St. John's Settlement House
Youth Conservation Services
Area Parent - Youth Aid Committee

Other agencies welcomed school initiated releases of information.

STATISTICS RE: Counseling Service

Counselors	Caseload	Calendar Year
1958	78 cases	1 Counselor
1959	82 "	1 "
1960	90 "	1 " to June 1960

Expanded service has been afforded by the Ford Project.

At the end of the school year September 9, 1960 to June 22, 1961 the counseling teacher had helped 67 children (elementary) toward a better school life. This was done by working with the children, on an individual basis, the parents, teachers and other school and agency personnel concerned with these children. The process involved 851 counseling interviews.

Pupil Conferences	429
Parent	78
School Personnel	285
Social Agency	56

The referrals were made because of one or more kinds of problems:

Attendance
Behavior or Personality
Educational or Vocational Guidance
Health
Home or Neighborhood Conditions
Recreation

Counseling contact was continued in all cases for periods of from several weeks to several months or longer if necessary. Positive results were achieved in all but two cases. Parents of both children (boys) have informed the counselor that they have requested help from the Child Guidance Center.

Interviews handled as brief service contacts totaled 533 during the year. Some indications of regular contact being needed are often apparent in these instances. Time and the existing facilities do not permit further service to these children while the greater needs of more serious cases must be met.

Involvement in school activities is a factor which must be considered and evaluated to determine the wisest use of the counselor's service to the school.

X. THE SCHOOL-COMMUNITY COORDINATOR

The value of the School-Community Coordinator is hard to measure objectively, but citing examples of her work with parents in the home may be of some significance. The visits made by the coordinator during the past year proved the procedure to be valuable because the school was able to get the necessary background information about the child that was needed in order to plan effectively for him in school.

During the course of the home visits, the School-Community Coordinator not only succeeded in improving conditions for the children, but made herself available to give valuable assistance and training in domestic duties such as washing dishes, teaching bed-bound children embroidery, suggesting cooking recipes, baking in the home, planning balanced diets, gardening and house cleaning.

Meeting with parent groups was a definite part of the School-Community Coordinator's job at Harrison School. The coordinator started with a small group of interested mothers who constituted a Home and School Association. This nucleus grew to an organization of thirty-nine active members anxious to have a program. Their program was certainly an active one! Three successful projects evidenced the fruits of their labors. They were the Harrison School Night Meeting to interpret the Ford Foundation Project to the parents, the Annual Harrison Jamboree which netted a fine profit from the sale of hot dogs and soft drinks, and the Special Salute to Teachers' Day Luncheon.

One of the most significant activities of the Home and School Association was the proposed establishment of a library in the Community Center Building. Many parents were actively engaged in repairing books, contributing books, and cataloguing them. The number of volunteer hours contributed by parents is difficult to estimate.

Another group that the School-Community Coordinator worked with was the Room Mothers Organization, a sub-committee of the Home and School Association. Harrison was proud of its thirty-nine Room Mothers who were a liaison between the school and the home. It was the Room Mothers who were always ready to help teachers with special chores in class and around the school. They performed such services as helping with class parties (including planning in some instances), assisting with the making of costumes for school plays, pageants, and operettas, accompanying classes on trips to help with supervision, and assisting teachers in certain classroom routines.

The School-Community Coordinator encouraged an interest in the following parent groups:

Tenants Council of Harrison Plaza
Harrison Discussion Group
St. John's Settlement House Women's Council
North Girard Betterment Association

With the aid of parents and faculty members the coordinator was directly responsible for the establishment of three after school clubs. The clubs met weekly after school in the Community Center Building. The three clubs established to complement some of the school activities were:

Arithmetic Club
Junior Red Cross
Young Writer's Club

Attendance and participation in school programs was at a high level during the year. The presence of parents was an encouraging factor in the success of many school programs. It might be pointed out that in former years attendance at school affairs ranged from none to twelve parents. Here are some statistics to exemplify increased attendance of parents during the past year:

Program	Approximate No. Parents Attended
"Art of This World" (A Jack Bookbinder Presentation)	30
Thanksgiving Program	40
Mikado Operetta	60
Closing Exercises (June 1961)	70
Dr. Klineberg (Program at Wanamaker Junior High School)	60
Education Week Program	200

Cooperation developed between the school-community coordinator and the school nurse. Many parents were alerted to school health problems through the efforts of the coordinator. It was the school-community coordinator in many instances who encouraged parents to appear with their children for the health examinations. A group of interested parents were recruited to take children regularly to the dental and health clinics. The nurse usually reported to parents health problems and results of examinations. Follow-up activities in this regard were carried out by the coordinator.

A program was worked out between the counselor and the school-community coordinator for the concentrated guidance of maladjusted children. The coordinator's ability to get into the homes of the maladjusted children enabled her to supply to the counselor additional pertinent information which was valuable as a diagnostic instrument. It was not unusual for the coordinator to be the stimulating force that brought a parent in for an important interview with the counselor. The school-community coordinator was also an important assistant in the follow-up plans of the counselor's corrective program for maladjusted pupils. Because of the mobile nature of her job, she was able to take action for seeing that the counselor's recommendations are carried out by the pupil or by other persons who may be effective in facilitating adjustment.

XI. HOW HAVE WE INCREASED PARENTAL RESPONSIBILITY?

We believe, and with good reason, that parental responsibility has been increased by the increase and improvement of communication. The beehive aspect of the Ford Program has definitely been infectious. The things that happened in school have been transmitted to the home. Most parents are aware of the fact that much has been done for their children. They have shown their willingness to become a part of things. It is human to want to be with a winner; and many of them believe they have a winning team.

Their willingness to serve as room mothers, to assist the teachers on trips whenever requested, and to attend morning or afternoon programs in greater number than ever before argues well for their parental interest. When fifty to sixty parents come out for a regular class program as well as a like number for our closing exercises, we feel that we have not been climbing alone. The children have pridefully stated that their parents are coming to the program. The pupil performances at these times show the degree of pride which they draw from the knowledge of this support.

We have been justly proud of the cleanliness and general grooming of the children. We belong to the school of thought that believes a good appearance is generally accompanied by better discipline and classroom performance. We are not too pleased with our attainment in the correction of physical defects. There is much to be done. Our nurse has made Herculean efforts to have wholesale corrections made. Realizing the close relationship between good physical health, and good mental health and performance, we are planning an all out attack on defects during the ensuing year.

We believe that parents want healthy, happy children and we are counting upon their support with constant prodding to attain this end.

To avoid duplication, much more of this phase of our program is covered in the evaluation of the School-Community Coordinator.

There were more interviews with parents this term than ever before. They do not hesitate to come to the school to discuss matters concerning their children or their welfare. These have been mutually helpful in establishing a healthful rapport between the home and school. We have made noticeable strides in this direction.

One can not assess the gains in increased parental responsibility without recognizing the counseling staff. The regular grade counselor, by her sympathetic understanding of the children and their problems, has done much to cement better parent-school relations by means of interviews with parents. Our senior school counselor has supplemented our efforts in many areas. By lifting the horizons of our older boys and girls, she has aided in improving the tone of the special classes, thereby helping to make Harrison a warmer and more peaceful school. In this atmosphere more effective coordination of our program was possible and a better classroom teaching situation was maintained for all.

XII. RESUMÉ

In retrospect, it must be said that the year 1960-1961 was a very interesting and eventful one for Harrison. After a necessarily slow start, the Ford Project gained momentum and was in high gear at the term's end.

The positive features of the program were accentuated by a pupil-teacher awareness of the great possibilities therein and a teacher consciousness of the existing limitations.

The brightest spot on the horizon was the aid of the Language Arts Consultant. Her anthusiasm, her fresh viewpoint and her belief in Harrison helped us to attain a level of performance by teachers and pupils of which we could be justly proud. Her zeal and energy were infectious and we profited greatly from same. Teachers became better teachers, even though treading their path through new fields. Our Cycle Reading Program bears ample testimony to the old adage, "If we believe in ourselves and in our purpose and have the energy, progress must be ours."

The Language Laboratory, one of the new creations in the program, sprouted, grew and flowered.

Let us not delude ourselves that our progress was devoid of the growing pains of most new ventures. We had our full share of these. Human nature is a strange, unpredictable entity. One is often disturbed when another bubbles with energy and enthusiasm for a cause. There is a tendency to hold back or withdraw, until one gets a clearer perspective of what is happening and falls into step. We all desire success and have an innate desire to make our contribution toward that objective.

Certainly we can take pride in the fact that we at Harrison had more and better readers than we have had for a number of years. Our communication skills increased and improved throughout the school. There was a conscious effort toward better expression. This greater facility in the use of language was evident in the written as well as the oral form. The many plays and programs were helpful in promoting this needed change.

The impact of this "Age of Science" was felt throughout Harrison. Each classroom bore evidence that our Science program was an ongoing affair. There was a surprisingly extensive pupil reservoir of scientific knowledge to be drawn upon at all levels. Each and every room carried some science project or experiment. Children are by nature collectors, but there was a more specific search for objects of real classroom value as rocks, plants, seeds, fishes, tadpoles and turtles. Also, there were models of rockets, satellites, and launching sites. "Outer Space" became a very real area in their communications and was discussed with depth and understanding. Our Science Club provided a forum for the discussion of many facts about our complex world.

In our fifth and sixth grades there was a real appreciation of the correlation between many of our sciences and mathematics. Greater emphasis was placed upon the learning of arithmetic fundamentals at all grade levels. The after-school arithmetic tutoring class aimed to assist the slow learner master the number facts.

The humanistic side of our project was amply taken care of by a greatly expanded Social Studies program. The cultural enrichment, gained by virtue of our many trips and supplemented by our assembly film series, was the core of our social studies.

Thought provoking experiences were had by all, and the classroom beca the laboratory to analyze these experiences into their basic elements and to synthesize these into clearly understood and useful concepts. These were the building stones for better, happier, more interested and more understanding boy and girls. We are grateful to our Medical Services for helping to make healthi children and thereby happier children.

We are appreciative of the efforts of our collaborators who brought newer and better ways of doing many things. Mr. Harry Bonelli played a fine role in showing us how beauty could be added to these little lives through an enriched Art program. We cannot forget the fine television program put on by ou 6B's. We all learned more than "Jewelry Making." We learned how beauty could b translated from very simple things - if we learned how. He opened many vistas for us throughout the school.

Mr. Seiberlich worked very hard with our new teachers to develop a meaningful Social Studies program. I might add that he was very pleased with the results.

Mr. Jack Skiffington brought many new ideas on how to improve our results in arithmetic. His visits were not frequent enough, but some profited greatly. We are hoping for a much expanded arithmetic program in the fall. This has been placed on our "must" list.

We are happy that an increasing number of parents have responded to the program. We credit this to our program involving the Harrison School-Community Coordinator Barbara Mullen; our Counseling Teacher Gladys Devlin; all our classroom teachers; in fact anyone who made parental contacts and who endeavored to "sell" the school and its program to the community. This includes the individual pupil who, after all, does the real selling job by his/her enthusiasm for the school. The thrilling development of their growth patterns stimulates interest and appreciation on the part of parents, making for a wholesome and helpful relationship between the home and the school.

We have tried to make our entrance way into Harrison set the tone for the school. We do not believe that we could have chosen a better symbol than Harrison Heights. It is evident wherever we go throughout the building.

We see it prominently displayed on the classroom walls; we hear it in the lilt of the little voices as they are raised in song; we feel it in the determination of the third graders as confidently they go forth to slay the dragon of ignorance; and last, but not least, we see it in the gleam of the eyes of the little ones who have placed their trust in us, feeling secure in the knowledge that we of Harrison Heights will never let them down.